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ABSTRACT

The final report documents activities and presents recommendations of the 2-year demonstration phase of a project to coordinate school-to-community transition services at the state and local levels for students with disabilities. The critical importance of the transition period and passage by the Maine Legislation in 1986 of the Transitional Services Coordination Act are reviewed, the Interagency Committee on Transition and the seven local service coordination networks are briefly discussed. Final recommendations to the Legislature are presented and include 11 specific recommendations subsumed within the following 5 general recommendations: (1) establish a permanent statewide transition planning and coordination system; (2) support and stabilize successful local transition planning and coordination efforts; (3) expand local transition planning and coordination efforts to all areas of the state; (4) establish an ongoing state program to support local coordination efforts through increased training, technical assistance, and distribution of information on "best transition practices"; and (5) ensure linkages between the statewide transition system and other coordination systems in Maine and New England as well as the direct involvement of the staff of the interagency Committee on Transition. After a brief comment on future outlook, appendices provide the text of the 1986 law and more detailed project information. Eleven other Maine publications on transition are listed. (DB)

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TRANSITION TO SUCCESS IN MAINE'S COMMUNITIES:

Moving Forward into the 1990's to Complete a Statewide Service Network for Students with Handicaps Who Leave Maine's Schools

The Final Report of the Two-Year Demonstration Project Phase

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The Committee on Transition

December 1988

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TRANSITION TO SUCCESS IN MAINE'S COMMUNITIES:

Moving Forward into the 1990's to Complete a Statewide Service Network for Students with Handicaps Who Leave Maine's Schools

The Final Report of the Two-Year Demonstration Project Phase

Prepared by Larry Glantz
Human Services Development Institute
University of Southern Maine

December 1988

This report was prepared by the Human Services Development Institute, Public Policy and Management Program, University of Southern Maine, under contract to the Bureau of Rehabilitation, Maine Department of Human Services

Executive Summary

Individuals with disabilities are a valuable human resource for Maine's communities. These citizens with disabilities must have opportunities to participate in and contribute to their communities before Maine can benefit from their talents.

Public education is a first major step in a person's community involvement. Federal and state law guarantees educational services for all individuals, regardless of disabilities, until graduation or age 20. There is no similar guarantee for services after high school. Also, individuals in need must seek services beyond school from many different types of agencies.

Schools alone cannot complete the job of integrating the youth into employment and independent living within the community. Students with disabilities and their families experience uncertainties and difficulties as they **transition** from school-based services to adult services in the community. A process for coordinated multi-agency planning of **transition** services for youth with handicaps at the state and local levels is necessary.

In 1986 the Maine Legislature created a system to coordinate school-to-community transition services at the state and local levels. This system defined **transition** as "the coordination of school-based efforts and services with those services that are or will be provided by adult service agencies in preparation for later employment, community integration and independent living."

The Legislature required this final progress report of the two year demonstration project phase. This report describes the design and testing of statewide and local transition coordination services. The report details the lessons learned from those activities. Finally, the report recommends a plan for continued development of this system in the coming years.

At the state level within this system is the interagency Committee on Transition. This report provides details on the work and direction of this Committee, including its mission statement and guiding principles.

The local components of the transition coordination and planning system are the Area Coordination Councils. These councils operate in seven areas of Maine with funds provided through the Committee on Transition. Councils in five other areas of the state now operate using the same model but without receiving funds through the Committee.

The Committee on Transition offers specific recommendations using lessons learned by operating and evaluating the demonstration projects. The report arranges these recommendations into five major groups, as follows:

I. Establish a Permanent Statewide Transition Planning and Coordination System.

II. Support and Stabilize the Successful Local Transition Planning and Coordination Efforts.

III. Develop a Plan to Expand Local Transition Planning and Coordination Efforts to All Areas of the State.

IV. Establish Ongoing State Support for Local Coordination Efforts Through Increased Training, Technical Assistance, and Distribution of Information on "Best Transition Practices."

V. Develop Linkages between the Statewide Transition System and other Related Coordination Systems in Maine and New England.

The members of the Committee on Transition offer these recommendations with their total and collective support. The recommendations build on the strong service coordination framework developed by the local projects. The next steps offered in this plan will complete the formation of a statewide service network for students with handicaps who leave Maine's schools. With these steps, the next decade will see total integration of citizens with disabilities into all aspects of Maine's communities.

Committee on Transition

Membership Listing

December 1988

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Agency Representatives:

Pam Tetley
Director
Bureau of Rehabilitation

Michael Fulton
Bureau of Rehabilitation

Public Representatives:

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Agency Representatives:

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David Lawlor
Bureau of Mental Health

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Public Representatives:

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Bill Cassidy
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Parent/Consumer:
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I. Establish a Permanent Statewide Transition Planning and Coordination System

II. Support and Stabilize Successful Local Transition Planning and Coordination Efforts

III. Expand Local Transition Planning and Coordination Efforts to All Areas of the State

IV. Establish an Ongoing State Program to Support Local Coordination Efforts Through Increased Training, Technical Assistance, and Distribution of Information on "Best Transition Practices"

V. Ensure Linkages with and Direct Involvement of the Statewide Transition System with Other Coordination Systems in Maine and New England

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The Critical Time of Transition

Individuals with disabilities are a valuable human resource for Maine's communities. These citizens with disabilities must have opportunities to participate in and contribute to their communities before Maine can benefit from their resources.

Throughout this country in the 1980's, there has been a strong focus on community integration of our citizens with various disabilities. This focus takes a hard look at how people with disabilities interact with their local communities. No longer is it adequate for a person merely to have a basic education or a place to go during the day. A natural part of this focus is on the quality of a person's life in the local community. One measure of that quality is how much a person participates in, and contributes to, the community.

Public education is a first major step in a person's community involvement. Congress passed the landmark Education for All Handicapped Children Act (Public Law 94-142) in 1975. This Act was perhaps the most important advancement in the movement to improve the lives of handicapped youth through equal access to education. Many experiences that influence how well a person will interact with the local community occur during the educational process. Key decisions are necessary during this process involving the youth, his parents, educators, and others. These decisions will significantly affect the adult life of a person with a disability, as they will for any person.

However, this entitlement to educational services alone does not guarantee later involvement in the community as an adult. For one thing, the entitlement lasts only through a certain age. In Maine it is until age 20 or graduation, whichever occurs first. The schools alone cannot complete the job of integrating the youth into employment and independent living in the community. A process for coordinated multi-agency planning of **transition** services for youth with handicaps at the state and local levels is necessary.

This concept of **transition** is a keystone of the community integration focus. While often used, the term covers a wide area and is not always understood. As defined by the Maine Legislature, **transition** means:

> *"the coordination of school-based efforts and services with those services that are or will be provided by adult service agencies in preparation for later employment,community integration and independent living."*

A major initiative by the federal government to develop transition services began in 1983. Efforts in Maine began even earlier, and eventually led to the appointment of a special Select Committee by the Legislature in 1984.

In March 1986, this special Select Committee issued a report as the capstone of a two and one-half year study effort. This report contained the following overview statements describing the problems which youth with handicaps face in Maine as they leave school programs:

> *"Every year approximately 1,000 special education students leave public schools in Maine. Some of this number do graduate, although that graduation doesn't necessarily mean that the student is prepared for life as an adult in the community. Many of this number simply reach the age of 20 and are, by law, no longer eligible for special education. These students have continuing needs for education and training, and must cross an uncertain gap to attempt to obtain needed services from adult service agencies."*

> *"In Maine there is currently no overall systematic plan to provide a bridge that would link the public school service system with the system of adult service agencies. The planning and provision of services to handicapped youth by each is now done quite independently, often with little or no communication or coordination between the separate systems. The spanning of this gap through cooperative planning and service provision has been the goal of the Select Committee's efforts."*

The Legislature Issues a Call for Action

The Legislature's quick action following the release of the final Select Committee report attested to the serious nature of the problems. The bill passed by the Legislature created a two year demonstration period. It also defined the need for a planning and coordination system for transition services organized at both state and local levels. The intent of the demonstration period was to establish and test this coordination system. This system would identify transition needs, as well as new approaches to meet these needs.

The **Transitional Services Coordination Act** (attached as Appendix #1 to this report) passed in April 1986. Its ambitious agenda to develop and test service approaches appears below:

1986:
- Create the interdepartmental Committee on Transition
- Select and Fund pilot project sites
- Issue policies for local projects

1987:
- Present Interim Report to Legislature

1988:
- Present Final Report on Demonstration Phase, including:
  1) Evaluation summary of the Pilot Projects; and
  2) Recommendations and legislation to develop a statewide service delivery system

1989:
- Begin implementation schedule for statewide service delivery system.

This final report of the demonstration project phase describes project efforts to test service coordination, and lessons learned from those tests. It also details a plan for continued development of this system in the coming years.

The Interagency Committee Responds to Meet the Needs

An interdepartmental "Committee on Transition (COT)" began to meet in 1986 under the authorization of the Transition Coordination Act. The Committee functions as a permanent subcommittee of the Interdepartmental Council (IDC), as shown in the chart in Appendix 2.

The December 1987 report described in detail the development of the Committee on Transition. There are now eighteen (18) members of the Committee on Transition (see listing on page ii of this report). The current chair is Betsy Davenport, the Director of the Bureau of Mental Retardation. The Vice-Chair is David Stockford, Director of the Division of Special Education.

The Committee on Transition refined its actual purpose over the past two years. This purpose is embodied within the COT's Mission Statement, which appears below:

Mission Statement

The mission of Maine's Committee on Transition (COT) is to develop and manage an interagency, public and private coordination system for the delivery of services for youth with disabilities, aged 14-25, in transition from school to integrated community living. The Committee on Transition is committed to supporting the planning, implementation, and management of a statewide transition coordination system at the local level. The Committee on Transition will enhance the effective delivery of services by openly communicating, cooperating, and collaborating with state and local governmental agencies, school systems, local service providers, employers, youth with disabilities, their families, advocates, and other community resources.

How the COT Defines Transition

The actual meaning and extent of transition services was an elusive concept to the Committee when it began to operate in 1986. However, it has learned many lessons during the two year demonstration phase. These lessons led to the refinement of a definition and philosophy on what transition from school to the community actually means. The seven "Guiding Principles" which appear next reflect these lessons.

Guiding Principles of the Committee on Transition:

1. **Transition needs do not fall into any arbitrary age range.**
   Preparation for transition to integrated community living must begin very early, well before the age of 14. Similarly, youth rarely resolve transition issues as they reach the age of 25. Rather, individuals with disabilities often face a lifetime of effort to achieve satisfactory integrated community living. Though focused on youth aged 14-25, the COT seeks to develop a transition support system for children and adults of all ages.

2. **The traditionally separate agency structures and programs of schools and adult service providers have created many problems in local service delivery.**

   The worst of these problems are gaps in needed services in some areas and for some disability groups. Coordinated individual and system planning efforts are needed to meet the needs of students with disabilities who are preparing to leave schools. Most of these students need additional or on-going services in order to become contributing and independent members of the community.

3. **Existing school systems and state agencies have the mandate and authorization to provide most necessary transition services.**

   There is no need at present for a new service bureaucracy to provide transition services for handicapped youth. However, there is a need for a comprehensive and accessible statewide coordination system for youth with disabilities and their families. This system would assist state agencies and local providers to identify needs, and to coordinate accessible transition services to meet these needs.

4. **Transition planning efforts from school to the community must be holistic and interdisciplinary.**

   Support for this approach is needed through university education and staff development activities for educators and agency service providers.

5. **Transition is a process and range of services not associated with one particular disability group or service agency.**

   Efforts to assess needs and plan service approaches must occur within an interagency service system active at both state and local levels. Service coordination is not possible through separate functions within separate state agencies.

6. **Identification of transition needs and coordination of services must take place at the local level.**

   The educational system which is the very foundation of transition services operates at the local level. Adult service providers operating at the local level have the resources to address particular needs of local youth with disabilities. State agencies and other state-wide groups have the responsibility for encouraging and supporting independent local efforts. Such support can include resource allocation and development, technical assistance, training, and long-range planning for local service delivery. As support to individuals varies according to need, so should system supports for different local areas vary according to specific system needs.

7. **A commonly known and easily accessible single access point is needed for information on transition issues and referral to local services.**

   This service must provide information helpful to youth with all types of disabilities and their families. Educators, adult service providers, and other community members need similar information and help.

The Establishment and Testing of Local Service Coordination Networks

The 1986 Transition Coordination Act authorized the Committee on Transition to select and fund pilot project sites through a competitive process. Seven projects received funds the first year, and each received continuation funds for a second year. Each of the seven serves the transitional planning and service coordination needs of area handicapped youth and their families. Through these activities the projects are generating much useful data for the state Committee on Transition. The experiences of the seven projects have clearly demonstrated the effectiveness of a planning and service coordination council at the local level.

The Legislature provided no funds in the 1986 Transition Coordination Act to create these seven projects. However, six COT member agencies and bureaus contributed a total of $303,000 for the first year of demonstration project operation. These contributions continued into the second year to sustain local project operation and other state COT activities.

What Have These Projects Accomplished?

Some specific accomplishments of the seven local demonstration projects appear below. The bold headings indicate the specific mandates of the 1986 legislation.

"Coordinating existing programs, where possible...."

Each of the seven demonstration projects formed an Area Coordination Council to direct the funded program. The grant award mandated these councils so a variety of community interests could identify needs and participate in project management. These councils consist of nine to eighteen members, representing local special education and vocational education programs, state agencies, and local service providers. Also represented are youth with handicaps, parents, employers, and other community members.

"Establishing a mechanism for ongoing coordination of programs for handicapped youths in transition at a local or regional level...."

The Area Coordination Councils have worked so well that projects have taken steps to create a more permanent council organization. The most common step toward permanence among the projects has been to incorporate the Councils as non- profit organizations. At least three of the seven projects have successfully incorporated.

Further, there are transition coordination groups active in areas not receiving Committee on Transition funding. The map in Appendix 3 of this report shows the location of these five unfunded projects.

"Establish a method to identify unserved and underserved handicapped youths in transition...."

A primary activity during the first year was an in-depth Needs Assessment to identify unserved and underserved handicapped youth in transition. Detailed results of this Needs Assessment analysis by the seven projects appeared in the December 1987 report to the Legislature.

"Develop services for these [unserved and underserved] youth...."

The development of services for unserved and underserved youth is a joint responsibility of both the statewide Committee and the local projects. The local projects have shown the ability to collect and analyze local data that identify local needs. The Area Coordination Councils can create and test innovative service approaches or mixes that respond to the identified needs. The statewide Committee is able to identify all resources available from the state and federal levels. It can relay information on unmet needs to the Administration and to the Legislature.

A listing of other specific accomplishments of the seven projects appears in an Appendix to this Report. The map in Appendix 3 shows the location of the seven projects funded by the Committee on Transition.

Findings of the Evaluation of the Demonstration Projects

Each funded COT demonstration project set aside five per cent (5%) of its budget to perform an objective evaluation of project success. The first-year evaluator for the Southern Kennebec Project was Polina McDonnell of the USM Human Services Development Institute. The evaluators for the other six projects were Dr. William Davis and Ed McCaul of the University of Maine's College of Education. The Committee on Transition contracted with Robert Foster and Dean Crocker to perform the second-year evaluation of all seven demonstration projects. Evaluation activities were just beginning during production of this report; final results of the evaluation are not due until April 1989. Thus this report only includes evaluation findings from the first year of demonstration project operation.

Method. The two contractors used the same general method to collect evaluation data. A primary source of data was interviews with members of the Area Coordination Council which manages each project. The evaluators also used a self-evaluation survey mailed to Council members. A third source of information submitted to the evaluators was reports and other project documents.

The evaluation of six projects by the same evaluator allowed comparison of issues and progress across those six projects. Such comparison with the seventh project was not possible since the viewpoint of the evaluators and the information collected were different.

Findings. The findings obtained from the first year evaluation appears below in three parts:

(1) Evaluation Feedback related to Specific Projects;
(2) Evaluation Feedback related to the Overall Transition System; and
(3) Feedback on the Success of the COT Coordination Model.

Feedback to Specific Projects. The evaluation recognized specific accomplishments during the first year of project operation. It also identified potential weaknesses, providing feedback to guide adjustments during the second year of project operation. A sample of findings for each project follows here. The evaluators praised the **Area IV (Lewiston)** project for its production of the Needs Assessment Report and the Services Guide. However, they also observed that more efforts to reorganize and activate the Council were necessary. The evaluators of the **Aroostook County** project commented on the impressive amount and variety of tasks accomplished. They also felt that much more coordination was needed between the three "mini-councils" and the overall Council. The evaluators cited the **Bangor Area** project for its progress in developing interagency and school cooperation, and in its data collection efforts. Similar recognition went to the **Jobs, Employment and Training** (Dover-Foxcroft) project for work with local schools and with data collection activi-

ties. The evaluator for the **Southern Kennebec** project recognized the high level of direct services provided by the project. This evaluator also identified the need for more active Council members and stable funding. The evaluators encouraged the **Southern Oxford County** project to continue to build relationships with the business community. Finally, the evaluators encouraged the **Washington County** project to complete its recent reorganization, increasing the involvement of area employers and school representatives.

Feedback for the Overall Transition System. A number of evaluation findings were similar for all the demonstration projects. The Committee on Transition has used these common evaluation findings to identify and plan necessary system-wide activities. These common evaluation findings include:

1. Transition is a very big issue. Each Local Council must more clearly define its chosen objectives and tasks, especially in relation to staff responsibilities.

2. Better coordination and support among the seven projects are needed, for both project staff and local Coordination Council members.

3. Clearer state level direction on transition issues is needed, from both the Committee on Transition as well as its member agencies.

4. Each council should examine its ability to continue needs assessment and coordination activities while at the same time providing direct services.

5. In-service training and other similar support are needed for both staff and Council members of the local demonstration projects.

Feedback on the Success of the COT Model. The University of Maine evaluators asked its projects to rate success in meeting several common transition coordination goals. The findings for these six projects show how council members view the success of the Committee on Transition Model. The chart below shows the number of council members who ranked progress in meeting that goal as **"good" or "excellent."**

	Commonly Accepted Transition Coordination Goal	Number rating progress as "good" or "excellent"*	%
1.	The views of students/consumers are taken into consideration in the planning of the Council.	39 (out of 54)	72%
2.	The views and concerns of parents are taken into consideration in the planning of the Council.	44 (out of 55)	80%
3.	The Council has made progress in achieving interagency communication and cooperation.	47 (out of 53)	89%
4.	The Council has given attention to the long-range planning needed to meet the needs of all area youth in transition.	34 (out of 55)	62%
5.	The Council has made progress in achieving effective linkages with business and industry.	29 (out of 54)	54%
6.	The community at large has input into the planning of the Council.	27 (out of 55)	49%

* Other available choices were **fair, poor,** and **very poor**

Lessons Learned:
Final Recommendations to the Legislature

The Committee on Transition offers specific recommendations using lessons learned by operating and evaluating the demonstration projects over the past two years. The sections to follow arrange these recommendations into five major groups. Each of the five groups contains the following information:

1) a description of the issue addressed by the recommendations in that grouping;
2) the specific findings of the Committee on Transition on that issue area; and
3) the specific recommendations.

I. Establish a Permanent Statewide Transition Planning and Coordination System

Issue Description: Many state agencies/bureaus have service responsibilities for youth with handicaps who are preparing to leave school-based services. In the past there has been an acute lack of communication and coordination between these service systems, causing harmful system dysfunctions. Examples of these dysfunctions are service gaps, interruptions, and consumers who become lost in the transfer from one system to another.

Committee on Transition Finding: Improved communication, and the understanding of mutual interests and service activities are important interagency goals. In the past two years, the Committee on Transition has operated successfully to provide an interagency forum for such communication and coordination. This forum must operate on a permanent basis with clearly defined direction related to mission, jurisdiction, long-range goals, and operational standards. The effort must involve all agencies equally, rather than controlled or influenced by one or a few agencies.

Specific Recommendations:

1. Continue legislative authorization for the interagency Committee on Transition (COT), operating it as a permanent subcommittee of the Interdepartmental Council (IDC).

2. Require monthly reports from COT to the Interdepartmental Council (IDC) and to involved state agencies, and annual reports to the Legislature.

3. Provide the state COT with an annual working budget that allows adequate funding for continued policy coordination and development efforts. Funding should support research, needs assessment activities, collection and analysis of appropriate data, training activities, and related functions.

II. Support and Stabilize Successful Local Transition Planning and Coordination Efforts

Issue Description: Transition problems faced by Maine youth with handicaps do not necessarily stem from a lack of services and/or resources. In many instances, service systems do not function well together, or there is a lack of planning across the various service systems. Local efforts to communicate and coordinate among the various representatives of the community are needed. These efforts must involve youth with handicaps, parents and family members, school personnel, adult service providers, employers, and other community members. In addition, identification and testing of innovative local solutions for problems must precede consideration at the state policy level.

Committee on Transition Finding: Seven local demonstration projects have operated for the past two years using Committee on Transition funds. These projects have successfully provided a forum for community-wide and area-wide communication, service planning and coordination. Five other Maine localities have adopted the Area Coordination Council (ACC) model designed by the Committee on Transition. Each local project successfully created and used new service approaches and transition planning techniques. The COT stresses the importance of a strong state-level effort that encourages and supports independent local transition service systems. Necessary support includes resource allocation, resource development, technical assistance, training and long-range planning. As support to individuals varies according to need, so should system supports for different local areas vary according to specific system needs. Thus local service systems will vary depending upon local system needs, individual student needs, and the level of prior activities.

Specific Recommendations:

1. Provide continued legislative authority for the creation and operation of local Area Coordination Councils (ACCs).

2. Provide some level of funding for the continued operation of the seven local councils which have successfully operated COT projects. Funds should support staff assistance, on-going needs assessment, training, demonstration of new service techniques, and individual student transition planning activities.

III. Expand Local Transition Planning and Coordination Efforts to All Areas of the State

Issue Description: Some areas of the state still lack any form of transition service coordination support. Other areas have been able independently to develop adequate levels of local coordination and planning activities. A state-wide system of local transition planning and coordination is needed, organized around findings from the two year demonstration project experience.

Committee on Transition Finding: There is interest in creating local coordination councils in presently uncovered areas of the state. At least five local transition council actively operate without any funds or particular assistance from the Committee on Transition. While receiving no funds from the COT, these other councils successfully identified other sources of support for initial coordination council activity. For example, state agency staff provided valuable assistance and guidance in organizing each of these councils. Several of these councils report that their efforts soon generate work activities which require staff assistance and a minimal operating budget. An evaluation of these projects is needed to assess how to use state funds to leverage local contributions of time and funds. Also, service boundaries of all local coordination projects should coordinate in a way that provides services in all areas of the state.

Specific Recommendations:

1. Authorize the Committee on Transition to develop a plan for establishing local Coordination Councils in all areas of the state. This plan should include all funded and unfunded councils which are presently in operation.

2. Authorize the COT to study local transition efforts operating without COT funds to establish needs for technical assistance and other support. This plan would identify the means of leveraging continued contributions of local time and funds with minimal investment of state funds.

IV. Establish Ongoing State Support for Local Coordination Efforts Through Increased Training, Technical Assistance, and Distribution of Information on "Best Transition Practices"

Issue Description: Separate state agencies provide transition assistance to local areas in a piecemeal and often uncoordinated way. A number of skill areas in transition service planning and provision relate to the activities of educators and adult service professionals alike. Joint training and technical support in these common areas is needed for educators and professionals who work together in local areas. Educators and adult service professionals in one area of the state are often unaware of service techniques used successfully in other areas. More efforts are needed to distribute this information to all individuals involved in transition service planning and provision.

Committee on Transition Finding: COT state agency members actively provide technical assistance around transition service planning and provision issues. Through the COT mechanism these agencies have been able to identify common local needs for technical assistance. They also have been able to better coordinate technical assistance activities, and plan joint training conferences. Several related efforts in the state, such as the Statewide Cooperative Agreement Team, coordinate with the COT to provide local project support. Thus COT staff assistance is needed to coordinate these separate state efforts that provide technical support to local programs and projects.

Specific Recommendations:

1. Provide funds for the maintenance of current staff support (1 full time position) for the statewide Committee on Transition.

2. The Committee on Transition shall identify methods for the distribution of information on transition practices to local areas. The Committee will collaborate with state agencies to carry out such distribution. Distribution methods include training conferences on transition issues, workshops at professional conferences, publication of articles and booklets, video tapes, and satellite teleconferences.

V. Develop Linkages Between Maine's Statewide Transition System and Other Related Coordination Systems in Maine and New England

Issue Description: Transition service planning and provision covers a wide area involving many other policy and program efforts. Coordination and joint resource utilization is needed between separate systems as well as within specific service systems. Often state agencies separately plan and conduct new efforts in related service systems which impact on transition.

Committee on Transition Finding: In the past two years, the COT coordinated closely with activities in related service systems in Maine. The COT had the most success with the School-To-Work Transition Initiative (Goal 4.3) of the Governor's Human Resources Development Council. Project design and demonstration awards under Goal 4.3 work closely with existing transition projects funded bythe COT. This close coordination of related systems efforts will help to avoid duplication, address service gaps, and share resources for common goals. Similar coordination is occurring with the Interdepartmental Coordination Council for Preschool Handicapped Children (ICCPHC) and with the Governor's Commission on Supported Employment. Coordination with transition efforts in other New England states has taken place through COT member and staff participation in several efforts. These efforts include the Regional Resource Center, the Inter-National Symposium, the Rehabilitation Network, and Rehabilitation Continuing Education Programs at Assumption College.

Specific Recommendations:

1. Allow the Committee on Transition to act as a clearinghouse for program and policy information on transition. This role should include planning of federal funding proposals and the design of state discretionary funding awards in areas related to transition.

2. Urge closer involvement of COT staff and members in New England regional and national efforts related to transition. This activity should increase the flow of technical assistance and resources to Maine. At the same time it will promote successful and innovative Maine models in other parts of the country.

Outlook for the Future

The members of the Committee on Transition take pride in the accomplishments of the two-year demonstration project phase. The Committee recognizes two specific reasons for the success of this effort. First and foremost are the volunteers at the state and local level who contribute time and energies to making these programs work. The members of the local councils and the state committee are unpaid individuals who have jobs and families requiring full-time attention. Their active participation is a key ingredient of project success and therefore deserves special recognition.

The Committee also makes special recognition of the investments made by state agencies involved in this cooperative effort. The cooperative use of state funds illustrates the recognition of problems and the commitment to solve these problems.

The Committee on Transition will continue its work to develop and support the transition coordination network at the state and local levels. With the support of the administration and the Legislature, it will continue to provide technical assistance to all interested parties. This effort includes those projects receiving funds from the Committee, as well as those projects which are moving ahead without direct funding. The Committee sees each of these efforts as the building blocks necessary for an effective service system.

The members of the Committee on Transition offer the recommendations in this report with their total and collective support. The recommendations build on the strong service coordination framework developed by the local projects. The next steps offered in this plan will complete the formation of a statewide service network for students with handicaps who leave Maine's schools. With these steps, the next decade will see total integration of citizens with disabilities into all aspects of Maine's communities.

The final words expressed in the Committee's December 1987 report still say it best:

> *"While the future for each particular handicapped child, as it is for non-handicapped children, might appear to many parents to be uncertain, the future of the service system that can meet many of the needs of handicapped youth and their families does not have to be so uncertain. With a relatively small financial investment, the Legislature can complete the framework for transition services in Maine that completes the work of the schools, and ensures that each handicapped youth has equal access to a job and an independent life in Maine's communities."*

Appendices

1. 1986 Maine Laws Chapter 768
2. Interdepartmental Council Structure Diagram
3. Map Showing Demonstration Project Locations; Local Project Contact Listing
4. Accomplishments of Local Demonstration Projects
5. References: Other Maine Publications on Transition

Appendix 1

APR 24 '86
BY GOVERNOR

CHAPTER
768
PUBLIC LAW

STATE OF MAINE

IN THE YEAR OF OUR LORD
NINETEEN HUNDRED AND EIGHTY-SIX

H.P. 1592 - L.D. 2245

AN ACT Concerning Transitional Services for Handicapped Persons Beyond School Age.

Be it enacted by the People of the State of Maine as follows:

Sec. 1. 20-A MRSA c. 308 is enacted to read:

CHAPTER 308

TRANSITIONAL SERVICES COORDINATION PROJECTS FOR HANDICAPPED PERSONS

§7801. Purpose

It is the purpose of this chapter to stimulate through the activities of pilot projects a more effective and efficient delivery of services to handicapped youths in transition from school to the community by:

1. Coordination. Coordinating existing programs presently provided for these youths by the Department of Human Services, the Department of Mental Health and Mental Retardation, the Department of Educational and Cultural Services and other public and private agencies;

2. Delivery. Delivering services only to meet identified unmet needs; and

3. Future recommendations. Using results of these pilot projects to determine the best direction for future recommendations to serve this population.

1-1188

§7802. Definitions

As used in this chapter, unless the context otherwise indicates, the following terms have the following meanings.

1. Adult service agencies. "Adult service agencies" are those public and private agencies which provide services, as defined in this section, to youths and adults who are no longer eligible for school services due to graduation or becoming age-ineligible under Title 20, section 7001, subsection 2.

2. Handicapped youths in transition. "Handicapped youths in transition" are those youths who have attained the age of 14 years and meet the eligibility criteria as defined in the United States Rehabilitation Act, Public Law 93-112, Section 504, as amended.

3. Services. "Services" means those activities undertaken to screen, evaluate, identify, plan and provide special education, habilitation, rehabilitation, vocational and related services to handicapped persons in transition from school to community.

4. Transition. "Transition" means the coordination of school-based efforts and services with those services that are or will be provided by adult service agencies in preparation for later employment, community integration and independent living.

§7803. Interdepartmental coordination

An Interdepartmental Coordinating Committee for Handicapped Youth in Transition pursuant to Title 5, chapter 379, representing the Department of Educational and Cultural Services, the Department of Human Services, the Department of Mental Health and Mental Retardation and the public, shall be appointed by the 3 commissioners to work with the department to establish guidelines, including continuation applications, to monitor grants and to evaluate the performance of programs developed through the grants.

The members of this committee shall be compen-

sated in accordance with Title 5, chapter 379.

§7804. Authorization for expenditure of funds

1. Pilot projects. Through a competitive process the committee, as established in section 7803, shall select and fund pilot project sites designed to demonstrate the effective delivery of services to handicapped youths in transition by coordinating existing programs, where possible, and establishing a mechanism for ongoing coordination of programs for handicapped youths in transition at a local or regional level, including local educational agencies, community mental health centers, regional mental retardation services, regional rehabilitation programs and other public and private agencies as appropriate. Each pilot project shall establish a method to identify unserved and underserved handicapped youths in transition and develop services for these youths.

2. Rules. The committee shall promulgate rules that assure participation at the local level by agencies currently serving handicapped youths in transition from school to community. They shall require that existing resources for providing services to handicapped youths in transition be exhausted prior to using grants funds to provide services.

3. Fiscal agent. The agency, institution or school administrative unit receiving a grant under this chapter may function only in the role of fiscal agent, as described in rules promulgated by the department for regulating the local administration of these programs.

4. Local coordinating committee. A local coordinating committee, organized prior to application for receipt of a grant, shall be responsible for governance of each local program. Membership shall include representatives of transitional services programs in the region to be served by the grant; representatives of the appropriate regional offices of the Department of Human Services and the Department of Mental Health and Mental Retardation; representatives of participating school administrative units; representatives of adult service agencies, including rehabilitation facilities; parents of handicapped chil-

dren; and other community members as appropriate. Terms of membership and methods of appointment or election shall be determined by local coordinating committee bylaws, subject to approval of the committee. Responsibilities of local coordinating committees shall be detailed in the rules promulgated by the committee.

5. Evaluation. Continuous evaluation of the pilot projects shall be required and shall be an integral part of each pilot project. The committee shall determine the expected outcome goals of the pilot projects and shall cause to be developed an evaluation design to determine the success of the pilot projects.

The 3 commissioners shall present to the Legislature an interim report prior to December 15, 1987. This report shall provide an assessment of the planning efforts of the State Interdepartmental Coordinating Committee for Handicapped Youths in Transition. In addition, this report shall contain any recommendations, including legislation for the continuation or expansion of the pilot projects.

The 3 commissioners shall present to the Legislature a final report prior to December 15, 1988. This report shall provide an evaluation summary of the pilot projects and recommendations, including legislation, necessary to carry out a statewide service delivery system with an implementation schedule to begin July 1, 1989.

§7805. Transitional services coordinator

The position of transitional services coordinator to the Department of Educational and Cultural Services, Division of Special Education shall be established to coordinate the department's activities and involving both the Bureau of Vocational Education and the Division of Adult Education, regarding the coordinated delivery system for handicapped youths in transition from school to community. This coordinator will also serve as staff to the committee as established in section 7303.

Sec. 2. 22 MRSA §3055, sub-§8, as enacted by PL

1969, c. 457, §1, is amended to read:

8. Eligibility and priority. Shall determine the eligibility of individuals for rehabilitation services or evaluation and work adjustment services and the priority therefor, in accordance with rules and regulations established by the department; and

Sec. 3. 22 MRSA §3055, sub-§9 is enacted to read:

9. Transitional services coordination projects. Shall participate in the coordination of rehabilitation services with local transitional services coordination projects for handicapped youths, as established in Title 20-A, chapter 308, assigning appropriate regional staff and resources as available and necessary in each region to be served by a project.

Sec. 4. 34-B MRSA §3004, sub-§3, ¶¶B and C, as enacted by PL 1983, c. 580, §6, are amended to read:

B. Assess service needs, monitor service delivery related to these needs and evaluate the outcome of programs designed to meet these needs in order to enhance the quality and effectiveness of community support services; and

C. Prepare a report which describes the system of community support services in each of the mental health service regions and statewide.

(1) The report shall include both existing service resources and deficiencies in the system of services.

(2) The report shall include an assessment of the roles and responsibilities of mental health agencies, human services agencies, health agencies and involved state departments and shall suggest ways in which these agencies and departments can better cooperate to improve the service system for people with chronic mental illness.

(3) The report shall be prepared biennially and shall be submitted to the joint standing

committee of the Legislature having jurisdiction over health and institutional services by January 15th of every even-numbered year.

(4) The committee shall review the report and make recommendations with respect to administrative and funding improvements in the system of community support services to persons with chronic mental illness~~.~~; and

Sec. 5. 34-B §3004, sub-§3, ¶D is enacted to read:

D. Participate in the coordination of services for persons with chronic mental illnesses with local transitional services coordination projects for handicapped youth, as established in Title 20-A, chapter 308, assigning appropriate regional staff and resources as available and necessary in each region to be served by a project.

Sec. 6. 34-B MRSA §5433, sub-§§3 and 4, as enacted by PL 1983, c. 459, §7, are amended to read:

3. Cooperation. Cooperate with other state agencies, municipalities, other governmental units, unincorporated associations and nonstock corporations in order to provide and help finance services and programs for mentally retarded persons; ~~and~~

4. Available funds. Receive and use for the purpose of this ~~Article~~ article money appropriated by the State, grants by the Federal Government, gifts from individuals and money from any other sources~~.~~; and

Sec. 7. 34-B MRSA §5433, sub-§5 is enacted to read:

5. Transitional services coordination projects. Participate in the coordination of services for mentally retarded persons with local transitional services coordination projects for handicapped youths, as established in Title 20-A, chapter 308, assigning appropriate regional staff and resources as available and necessary in each region to be served by a

project.

Sec. 8. Appropriation. The following funds are appropriated from the General Fund to carry out the purposes of this Act.

	1986-87
MENTAL HEALTH AND MENTAL RETARDATION, DEPARTMENT OF	
Bureau of Mental Retardation	
Personal Services	$100,000
All Other	250,000
TOTAL	$350,000

Provides funding for 5 project mental retardation caseworker positions and to continue efforts started in 1985.

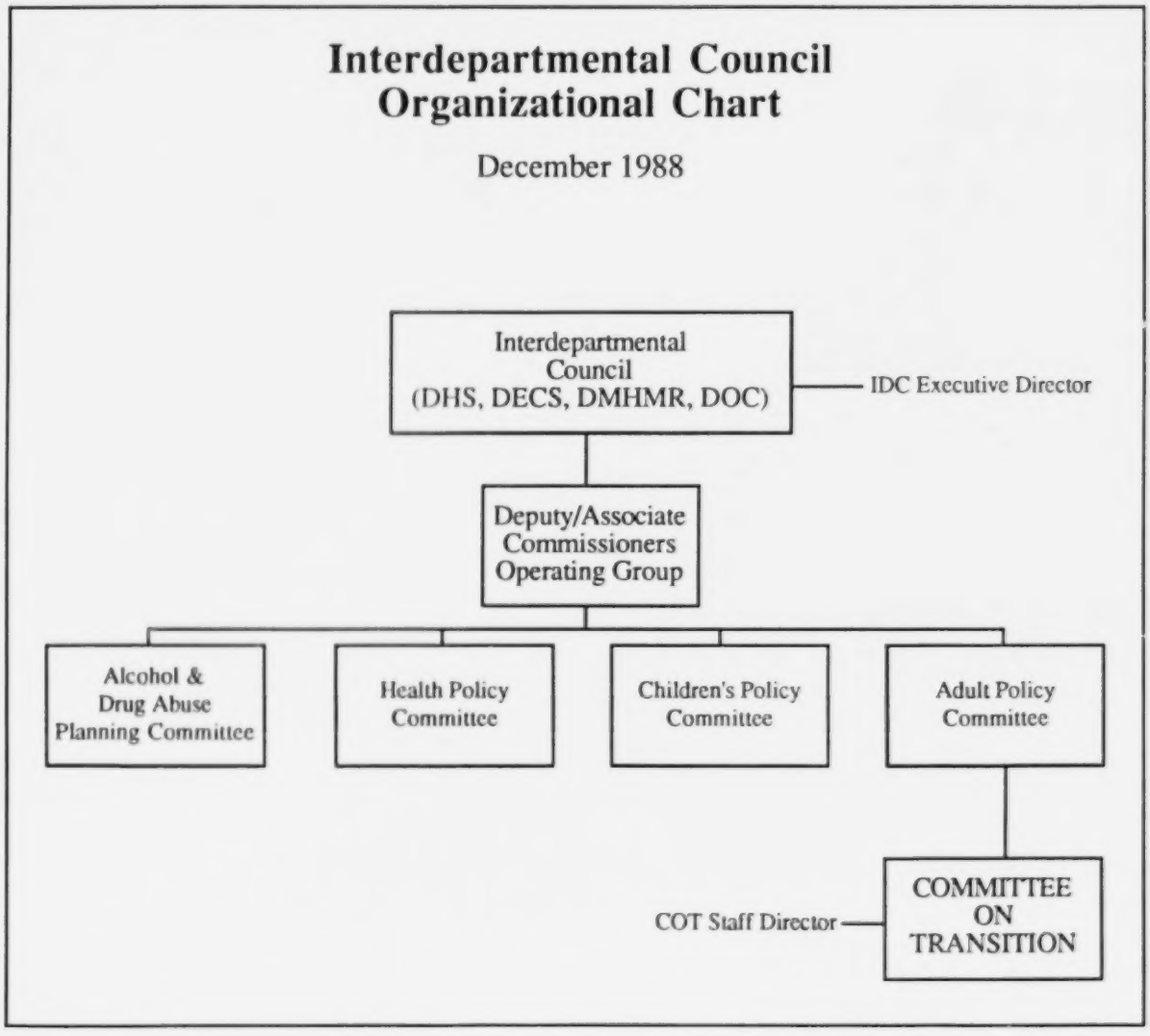
Sec. 9. Allocation. The following funds are allocated from federal funds to carry out the purposes of this Act.

	1986-87
HUMAN SERVICES, DEPARTMENT OF	
Bureau of Vocational Rehabilitation	
Personal Services	$64,065
All Other	10,935
TOTAL	$75,000

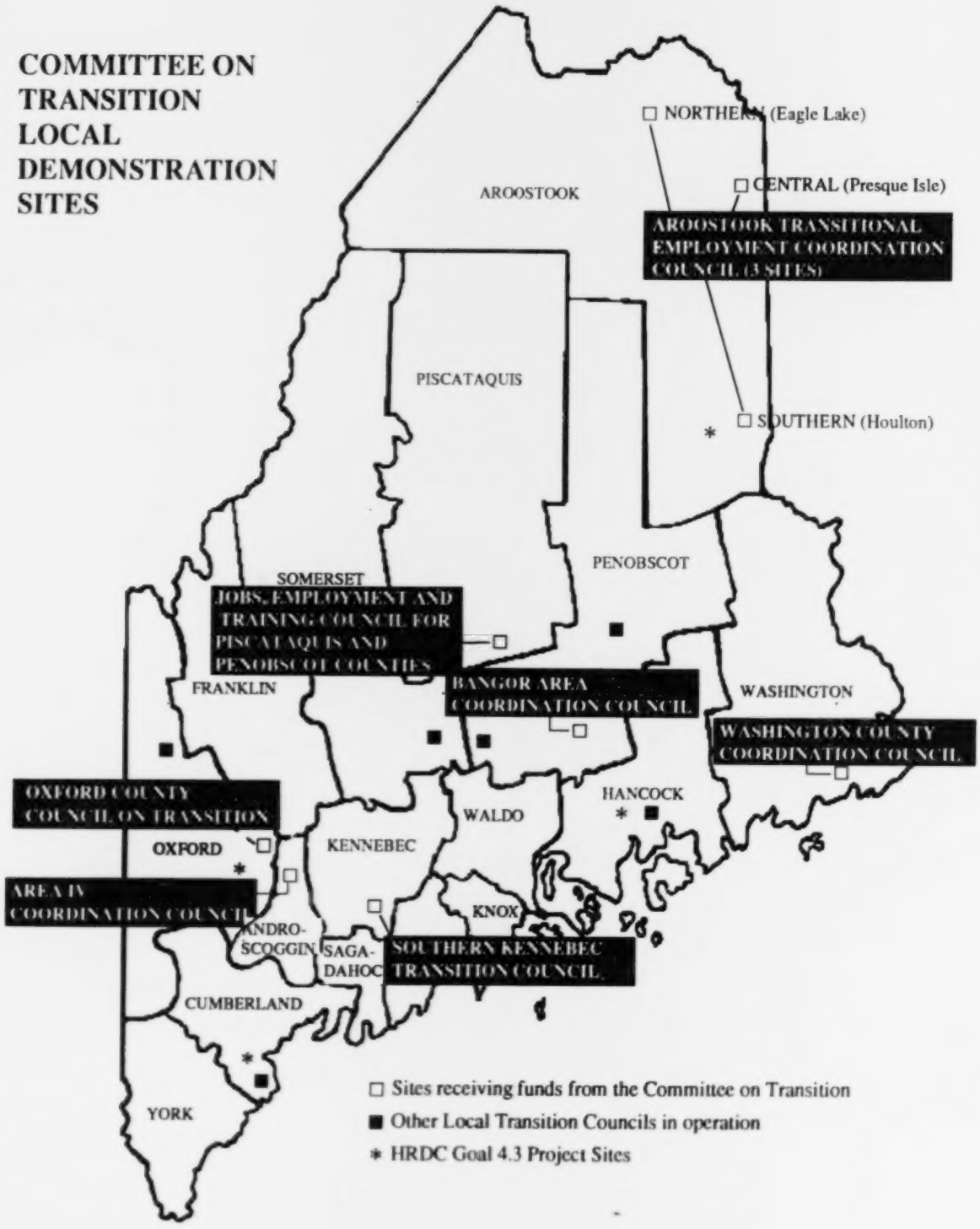
Provides funds for 3 project rehabilitation counselor positions who will provide vocational services to school age youth and youth who have recently left school.

7-1188

Appendix 2


Interdepartmental Council Organizational Chart
December 1988
Interdepartmental Council (DHS, DECS, DMHMR, DOC)
IDC Executive Director
Deputy/Associate Commissioners Operating Group
Alcohol & Drug Abuse Planning Committee
Health Policy Committee
Children's Policy Committee
Adult Policy Committee
COT Staff Director
COMMITTEE ON TRANSITION

Appendix 3


COMMITTEE ON TRANSITION LOCAL DEMONSTRATION SITES
NORTHERN (Eagle Lake)
CENTRAL (Presque Isle)
AROOSTOOK
AROOSTOOK TRANSITIONAL EMPLOYMENT COORDINATION COUNCIL (3 SITES)
PISCATAQUIS
SOUTHERN (Houlton)
PENOBSCOT
SOMERSET
JOBS, EMPLOYMENT AND TRAINING COUNCIL FOR PISCATAQUIS AND PENOBSCOT COUNTIES
FRANKLIN
BANGOR AREA COORDINATION COUNCIL
WASHINGTON
WASHINGTON COUNTY COORDINATION COUNCIL
OXFORD COUNTY COUNCIL ON TRANSITION
OXFORD
HANCOCK
WALDO
KENNEBEC
AREA IV COORDINATION COUNCIL
KNOX
ANDRO-SCOGGIN
SAGA-DAHOC
SOUTHERN KENNEBEC TRANSITION COUNCIL
CUMBERLAND
YORK
Sites receiving funds from the Committee on Transition
Other Local Transition Councils in operation
HRDC Goal 4.3 Project Sites

Committee on Transition

Contacts for Funded Local Demonstration Projects

December 1988

1. **Washington County Area Coordination Council (WCACC)**

Local Council Chair	Staff Contact
Steve Peer	Jackie Milner
MSAD #77	P. O. Box 322
27 Main Street	Machias, ME 04654
Machias, ME 04654	255-3414

2. **Southern Oxford County Council on Transition (SOCCOT)**

Local Council Chair	Staff Contact
Bob Kennelly	Wendy Allen
BMR	SOCCOT
200 Main Street	BOX 592 - 28 Cottage Street
Lewiston, ME 04240	Norway, ME 04268
795-4500	743-8049

3. **Aroostook Transitional Employment Coordinating Council (ATECC)**

Local Council Chair	Staff Contacts
Judith Dann	Tammy Cronkhite (ATECC), 532-4201
ATECC	55 Green Street, Houlton 04730
P.O. Box 1285	Dawn Ledger (Houlton, 532-4201);
Presque Isle, ME 04789	Anna M. Michaud (Prsq.I., 768-4037);
764-2010	Phil Dubois (Eagle Lake, 444-5947)

4. **Jobs, Employment and Training Local Coordination Council for Piscataquis and Penobscot Counties.**

Local Council Chair	Staff Contact
John Curran	Phil Brown
President	Abbot Center
Piscataquis High School	P.O. Box 153
Guilford, Me 04443	Abbot, ME 04406
	876-3636

5. **Area IV Coordination Council**

Local Council Chair	Staff Contact
Maida Demers-Dobson	Linda Hertell
Special Ed. Director	Area IV Coordination Council
Lewiston High School	100 Pine Street
Lewiston, ME 04240	Lewiston, ME 04240
	782-2273

6. **Southern Kennebec Transition Council (SKTC)**

Local Council Chair	Staff Contact
Kenneth Stevens	Janet Peters
KT Stevens Industries	S.K.T.C.
86 Arsenal Street	54 Green Street
Augusta, ME 04330	Augusta, ME 04330
622-4681	622-2401

7. **Bangor Area Coordination Council (BACC)**

Local Council Chair	Staff Contact
Ruey Yehle, Chair	Janet May
Superintendent's Office	P.O. Box 3391
Hampden, Maine 04444	Brewer, ME 04412
862-3255	941-2855

Appendix 4

COMMITTEE ON TRANSITION

Accomplishments of the Seven Local Demonstration Projects

August 1988

I. Introduction

This document provides an overview of the accomplishments made to date by the seven local demonstration projects funded by the interagency Committee on Transition. Information for each of the seven projects is arranged in the following four sections:

A. Specific Council Goals
B. Major Project Activities
C. Documents Produced
D. Council Evaluation of General Transition Issues

During the first year of project operation (ending June 30, 1988), the seven projects were evaluated to assess progress in meeting their stated goals. Specific findings from that evaluation are included in this report. Section A on Specific Council Goals includes the Council's self-rating on progress toward each particular goal. Section D provides a similar Council self-rating on seven general transition issues. Unfortunately, this self-rating data is not available for the Area IV Project or the Southern Kennebec Project.

II. AREA IV COORDINATION COUNCIL (Lewiston/Auburn area)

A. Specific Council Goals

1. Establish a system through existing agencies to serve the transition needs of handicapped youth aged 14-25 in six school districts in the Lewiston-Auburn area.
   Council Self-Rating: (ratings for Area IV's goals not available)

2. Document the needs of handicapped youth in transition in local project area.

3. Identify sources of assistance to the target population by cataloging, documenting, and reporting on services available in the region.

4. Strengthen existing agencies by insuring that new and expanded services are delivered through them.

5. Implement new services, through an Operations Plan (by Month 12), with appropriate levels of financial support, coordinating mechanisms, and evaluation procedures.

6. Establish a system of tracking handicapped youth in transition.

B. Major Project Activities:

1. Developed a Parents Support Group with a core of 3-4 active parents; over 12 have attended at least once.

2. Have held two council retreats to allow enough time and focus to address Council operation, issues and plans in detail. Facilitated one retreat with outside Management consultant/Trainer.

3. Have networked very closely with variety of other groups and joint agency efforts in area to represent needs related to target population, have worked with Creative Work System's supported employment project, the Alternative Vocational School in Lewiston, the New Beginnings agency (cooperation in development of successful grant application to serve homeless with mental illness), and BCSN state plan development.

4. Have received good media publicity; especially around documents produced.

5. Have filed incorporation papers as private non-profit agency.

C. Documents Produced

1. "Needs Assessment: Youth with Emotional Disturbances In Transition To Adult Life;" December 1987 (42 pages and Appendices; 4 page Executive Summary also produced.

2. "Unmet Needs and Gaps in Services for Youth With Emotional Disturbances (Aged 14 to 25);" May 1988, 14 pp.

3. "Guide to Local Services" Directory; 500 copies distributed through initial printing. Sent to all schools, libraries and social service agencies in Androscoggin County. 2nd Printing of 200 copies planned for fall 1988.

D. Council Evaluation of General Transition Issues: (Council Self-Ratings not available for Area IV project).

III. AROOSTOOK TRANSITIONAL EMPLOYMENT COORDINATION COUNCIL (ATECC)

A. Specific Council Goals

1. Work with local school systems to plan for and provide vocational services before the youths leave school.
Council Self-Rating: 62.6% Good/Excellent, Mean 3.6 (out of 5 total)

2. Change ATECC structure to include broader representation.
Council Self-Rating: 81.2% Good/Excellent, Mean 4.3 (out of 5 total)

3. Sponsor parent education sessions.
Council Self-Rating: 43.8% Good/Excellent, Mean 3.2 (out of 5 total)

4. Become involved in an effective awareness campaign.
Council Self-Rating: 43.8% Good/Excellent, Mean 3.3 (out of 5 total)

5. Continue to develop cooperative relationships with agencies and businesses throughout the County.
Council Self-Rating: 87.5% Good/Excellent, Mean 4.0 (out of 5 total)

B. Major Project Activities:

1. At least 35 Pupil Evaluation Team (PET) meetings attended during first project year; At least 12 Individual Transition Plans (ITP's) developed following these PETs.

2. Major emphasis placed on contacting employers about program and about needs; over 250 employers contacted during first year in three project sites. At least 20 specific work sites were developed with these employers.

3. Major emphasis on publicity in community - many newspaper articles printed, many presentations by ATECC members to community groups, Kiwanis, Rotary, parents groups, special educators, etc. Several video tapes and similar media on transitional issues purchased and used at these informational sessions.

4. Held day-long "Networking Workshop" 2/18/88 attended by agency and facility representatives involved in job training and job development, including Jobs Training Partnership Act (JTPA) and Job Service, employers, representatives of the Chamber of Commerce, and local school personnel.

5. Created "Mini-Councils" in each project site to address problem of travel between three sites, causing poor attendance at ATECC meetings. These mini-councils will address major local issues and refer to ATECC for guidance and resolution.

6. Wrote successful grant with Southern Aroostook Vocational Education group which received award from **Governor's Human Resource Development Council (HRDC) School-to-Work Initiative**; Southern Aroostook "Mini-Council" will be advisory council for this project.

C. Documents Produced

D. Council Evaluation of General Transition Issues:

1. Views of students/consumers taken into consideration by Council:
Council Self-Rating: 68.8% Good/Excellent, Mean 3.9 (out of 5 total)
Average of all COT Projects: 72.2% Good/Excellent

2. Views of parents taken into consideration by Council:
Council Self-Rating: 68.8% Good/Excellent, Mean 3.8 (out of 5 total)
Average of all COT Projects: 80.0% Good/Excellent

3. Community at large has input into Council planning:
Council Self-Rating: 68.8% Good/Excellent, Mean 3.6 (out of 5 total)
Average of all COT Projects: 49.1% Good/Excellent

4. Council given sufficient attention to long-range needs planning:
Council Self-Rating: 50.0% Good/Excellent, Mean 3.4 (out of 5 total)
Average of all COT Projects: 61.8% Good/Excellent

5. Council has made progress in interagency communication and cooperation:
Council Self-Rating: 87.5% Good/Excellent, Mean 4.1 (out of 5 total)
Average of all COT Projects: 88.7% Good/Excellent

6. Council has made progress in linkages with business and industry:
Council Self-Rating: 56.3% Good/Excellent, Mean 3.8 (out of 5 total)
Average of all COT Projects: 53.7% Good/Excellent

7. Council has made progress in meeting all needs of youth in transition:
Council Self-Rating: 31.3% Good/Excellent, Mean 3.1 (out of 5 total)
Average of all COT Projects: 49.1% Good/Excellent

IV. BANGOR AREA COORDINATION COUNCIL

A. Specific Council Goals

1. To complete a local needs assessment that will quantify existing services and deficits, and identify all young adults who have handicaps in the region aged 16-25.
Council Self-Rating: 92.3% Good/Excellent, Mean 4.3 (out of 5 total)

2. Assist Local Education Agencies in the development of Individual Transition Plans (ITP's) as a component of the Individual Education Plan (IEP) for special education students aged 16-20.
Council Self-Rating: 100% Good/Excellent, Mean 4.5 (out of 5 total)

3. Establish a committee of area business representatives and service providers to coordinate and assist with training and placement endeavors of identified students.
Council Self-Rating: 71.5% Good/Excellent, Mean 4.0 (out of 5 total)

4. Advocate for the development of support networks and alternative community-based work and program options in order to maintain placement of transitional students in the community.
Council Self-Rating: 35.7% Good/Excellent, Mean 3.1 (out of 5 total)

5. Explore avenues to secure additional funding to finance supported work programs for students with severe handicaps.
Council Self-Rating: 28.6% Good/Excellent, Mean 2.8 (out of 5 total)

6. Maintain comprehensive records of coordination and implementation endeavors which will provide the basis for program review and evaluation.
Council Self-Rating: 61.5% Good/Excellent, Mean 3.6 (out of 5 total)

B. Major Project Activities:

1. 68 PET meetings attended during first project year.

2. Business Advisory Group formed; held major Employer Breakfast to which over 300 area employers were invited. Produced good publicity and awareness regarding BACC.

3. Formed Transitional Educators Association with special educators in area and others. Produced computer-based data bank.

4. Produced a number of Public Service Announcements and other media publicity which raised awareness of transitional issues and services.

5. Did a number of in-service training and consultation sessions with area schools.

6. Advocacy on L.D. 2091 legislation which created BMR voucher system.

C. Documents Produced

1. "Adult Program Descriptors" - provides for use of consistent language when making reccommendations for project goals in vocational program/work options section of Individual Transition Plan (ITP).

2. "Bibliography of Available Resources" - has also been used as a lending library for interested people in area.

3. "Individual Transition Planning (ITP) Form", accompanied by Informational Fact Sheet.

D. Council Evaluation of General Transition Issues:

1. Views of students/consumers taken into consideration by Council:
Council Self-Rating: 76.9% Good/Excellent, Mean 3.6 (out of 5 total)
Average of all COT Projects: 72.2% Good/Excellent

2. Views of parents taken into consideration by Council:
Council Self-Rating: 78.5% Good/Excellent, Mean 4.0 (out of 5 total)
Average of all COT Projects: 80.0% Good/Excellent

3. Community at large has input into Council planning:
Council Self-Rating: 28.6% Good/Excellent, Mean 3.1 (out of 5 total)
Average of all COT Projects: 49.1% Good/Excellent

4. Council given sufficient attention to long-range needs planning:
Council Self-Rating: 35.7% Good/Excellent, Mean 3.4 (out of 5 total)
Average of all COT Projects: 61.8% Good/Excellent

5. Council has made progress in interagency communication and cooperation:
Council Self-Rating: 84.6% Good/Excellent, Mean 3.9 (out of 5 total)
Average of all COT Projects: 88.7% Good/Excellent

6. Council has made progress in linkages with business and industry:
Council Self-Rating: 50.0% Good/Excellent, Mean 3.6 (out of 5 total)
Average of all COT Projects: 53.7% Good/Excellent

7. Council has made progress in meeting all needs of youth in transition:
Council Self-Rating: 28.6% Good/Excellent, Mean 3.0 (out of 5 total)
Average of all COT Projects: 49.1% Good/Excellent

V. JOBS, EMPLOYMENT & TRAINING COORDINATION COUNCIL (Dover-Foxcroft Area)

A. Specific Council Goals

1. To establish a system of coordination and collaboration to ensure that special needs students receive a transition plan that focuses on employment and independent living.
Council Self-Rating: 85.7% Good/Excellent, Mean 4.0 (out of 5 total)

2. Establish and maintain an active coordination council.
Council Self-Rating: 100% Good/Excellent, Mean 4.3 (out of 5 total)

3. Involve council representation in PET process to provide for realistic transition plan.
Council Self-Rating: 71.4% Good/Excellent, Mean 3.7 (out of 5 total)

4. To effectively communicate Council's goals to participants in transition process.
Council Self-Rating: 71.4% Good/Excellent, Mean 3.7 (out of 5 total)

5. To continuously enlarge the Council's network of support for special needs students.
Council Self-Rating: 85.7% Good/Excellent, Mean 3.7 (out of 5 total)

6. To research and survey existing and future characteristics of special needs students in relation to their transition plan.
Council Self-Rating: 57.1% Good/Excellent, Mean 3.6 (out of 5 total)

7. To locate employment for 12 special needs students.
Council Self-Rating: 28.6% Good/Excellent, Mean 3.3 (out of 5 total)

8. To provide staging area for transition plans for an additional 12 students determined to need a transition plan.
Council Self-Rating: 57.1% Good/Excellent, Mean 3.4 (out of 5 total)

9. To promote image of young special needs adult as valuable member of an integrated community.
Council Self-Rating: 42.9% Good/Excellent, Mean 3.3 (out of 5 total)

B. Major Project Activities:

1. 27 PET meetings attended (data for 2nd quarter 1987 only).

2. Created joint eight-week summer canoe building training project with Job Training Partnership Act (JTPA) funding for four youth.

3. Have developed a computer data base of information on young adults in transition. This will be used to try to establish a student tracking system during the second year of operation.

4. Project has set a goal for the 2nd project year of attending PET's for every student in their sophomore year of school.

5. Held a well-attended Employer Breakfast 11/18/87.

C. Documents Produced

1. "Individual Transition Planning (ITP) Form" developed to direct attention to need or ability in employment, living arrangements, recreation, and community integration.

D. Council Evaluation of General Transition Issues:

1. Views of students/consumers taken into consideration by Council:
Council Self-Rating: 71.5% Good/Excellent, Mean 4.0 (out of 5 total)
Average of all COT Projects: 72.2% Good/Excellent

2. Views of parents taken into consideration by Council:
Council Self-Rating: 57.1% Good/Excellent, Mean 3.6 (out of 5 total)
Average of all COT Projects: 80.0% Good/Excellent

3. Community at large has input into Council planning:
Council Self-Rating: 28.6% Good/Excellent, Mean 3.4 (out of 5 total)
Average of all COT Projects: 49.1% Good/Excellent

4. Council given sufficient attention to long-range needs planning:
Council Self-Rating: 71.4% Good/Excellent, Mean 3.7 (out of 5 total)
Average of all COT Projects: 61.8% Good/Excellent

5. Council has made progress in interagency communication and cooperation:
Council Self-Rating: 85.7% Good/Excellent, Mean 3.9 (out of 5 total)
Average of all COT Projects: 88.7% Good/Excellent

6. Council has made progress in linkages with business and industry:
Council Self-Rating: 71.5% Good/Excellent, Mean 4.0 (out of 5 total)
Average of all COT Projects: 53.7% Good/Excellent

7. Council has made progress in meeting all needs of youth in transition:
Council Self-Rating: 71.4% Good/Excellent, Mean 3.6 (out of 5 total)
Average of all COT Projects: 49.1% Good/Excellent

VI. SOUTHERN KENNEBEC TRANSITION COUNCIL (SKTC)

A. Specific Council Goals

1. To provide comprehensive vocational education and job related skills training for the handicapped population ages 14-25.

2. To identify the vocational needs of handicapped students and clients in a systematic manner.

3. To establish a coordinating mechanism to link educational, state and local agencies, and host employers together for project implementation, management, and continuation.

4. To create job training environments that match the needs of handicapped individuals with local employment opportunities.

5. To establish supported and transitional employment services to meet the needs of handicapped individuals who have dropped out or who are no longer eligible for public school services.

Overall Council Self-Rating: 57% perceived that sharing resources, MSAD #11 acting as fiscal agent, and sharing staff position between GPS & Project LIVE facilitated inter-agency cooperation. 71% saw joint training for project staff having moderate to great influence; same amount said cooperation facilitated by coordinated educational, transition and other program plans (e.g., PET/IDT/IPP/IWRP). 86% said transportation services provided for project participants having slight to no influence on inter-agency cooperation.

Regarding operation of the Council, 4/7 said Council had moderate operational control of the project. One said this control was great and two said the Council had slight control. 4/7 said they were slightly involved, one moderately involved, two greatly involved.

B. Major Project Activities:

1. First year evaluation report shows that 20 students were referred to SKTC by Project LIVE. 17 adults served by GPS; 12 with mental retardation, one each having LD, MS, LD/Diabetes, Visual impairment, and physical disability.

2. Project developed and used a Combined Transition Planning Meeting Process, to jointly develop at one meeting a youth's various school exit, transition, and related program plans (e.g., Exit IEP, IDT, IWRP, and IWPP).

C. Documents Produced:

D. Council Evaluation of General Transition Issues:

(No data on this evaluation available for Southern Kennebec Project)

VII. SOUTHERN OXFORD COUNTY COUNCIL ON TRANSITION (SOCCOT)

A. Specific Council Goals

1. To develop a system whereby student who is handicapped may, at an early age, begin a course of training which eventually leads to an appropriate placement into an integrated community worksite.
Council Self-Rating: 90.0% Good/Excellent, Mean 4.1 (out of 5 total)

2. To coordinate with local schools in planning PET meetings in order to ensure maximum participation by school agencies and adult service agencies.
Council Self-Rating: 100% Good/Excellent, Mean 4.5 (out of 5 total)

3. To coordinate resources to conduct training seminars for the provision of transitional services.
Council Self-Rating: 70.0% Good/Excellent, Mean 3.9 (out of 5 total)

4. To coordinate case management services when an individual is referred to a new agency or system; to provide case management where gaps in existing services have been identified.
Council Self-Rating: 90.0% Good/Excellent, Mean 4.1 (out of 5 total)

5. To contact members of the business community to identify opportunities for placement; to recruit employers interested in developing programs.
Council Self-Rating: 70.0% Good/Excellent, Mean 3.6 (out of 5 total)

6. To successfully implement a tracking system for students exiting the school system.
Council Self-Rating: 70.0% Good/Excellent, Mean 3.6 (out of 5 total)

7. To provide for data collection and internal evaluation activities to assess project success and allow for establishment of additional transitional services.
Council Self-Rating: 100% Good/Excellent, Mean 4.3 (out of 5 total)

B. Major Project Activities:

1. Staff now invited to all PETs. Attended 31 in last two quarters of 1987.

2. Have formed Parents group. This is being coordinated with similar Parent's group operated by local pre-school handicapped children coordination project.

3. Have provided consultations and training for special education teachers in area during regular monthly meetings and in-service training sessions.

4. Helped local Jobs Training Partnership Act (JTPA) & Vocational Education agencies to design and write proposal submitted to Governor's HRDC Goal 4.3 School-To-Work Transition Initiative; Grant was awarded and SOCCOT will be advisory council for the project.

5. Did a number of in-service training and consultation sessions with area schools.

C. Documents Produced:

1. "Individual Transition Plan (ITP) Form", accompanied by a menu/checklist of available local services on the back of the ITP form.

D. Council Evaluation of General Transition Issues:

1. Views of students/consumers taken into consideration by Council:
Council Self-Rating: 80.0% Good/Excellent, Mean 4.2 (out of 5 total)
Average of all COT Projects: 72.2% Good/Excellent

2. Views of parents taken into consideration by Council:
Council Self-Rating: 100% Good/Excellent, Mean 4.6 (out of 5 total)
Average of all COT Projects: 80.0% Good/Excellent

3. Community at large has input into Council planning:
Council Self-Rating: 90.0% Good/Excellent, Mean 3.9 (out of 5 total)
Average of all COT Projects: 49.1% Good/Excellent

4. Council given sufficient attention to long-range needs planning:
Council Self-Rating: 90.0% Good/Excellent, Mean 4.0 (out of 5 total)
Average of all COT Projects: 61.8% Good/Excellent

5. Council has made progress in interagency communication and cooperation:
Council Self-Rating: 90.0% Good/Excellent, Mean 4.6 (out of 5 total)
Average of all COT Projects: 88.7% Good/Excellent

6. Council has made progress in linkages with business and industry:
Council Self-Rating: 70.0% Good/Excellent, Mean 3.7 (out of 5 total)
Average of all COT Projects: 53.7% Good/Excellent

7. Council has made progress in meeting all needs of youth in transition:
Council Self-Rating: 80.0% Good/Excellent, Mean 3.8 (out of 5 total)
Average of all COT Projects: 49.1% Good/Excellent

VIII. WASHINGTON COUNTY AREA COORDINATION COUNCIL

A. Specific Council Goals

1. To complete a comprehensive needs assessment of handicapped youth in Washington County.
Council Self-Rating: 100% Good/Excellent, Mean 4.3 (out of 5 total)

2. Develop an advisory group of business leaders for the project.
Council Self-Rating: 0.0% Good/Excellent, Mean 2.0 (out of 5 total)

3. Place and support handicapped youth in individual supported job sites.
Council Self-Rating: 28.6% Good/Excellent, Mean 3.0 (out of 5 total)

B. Council Evaluation of General Transition Issues:

1. Views of students/consumers taken into consideration by Council:
Council Self-Rating: 85.7% Good/Excellent, Mean 4.1 (out of 5 total)
Average of all COT Projects: 72.2% Good/Excellent

2. Views of parents taken into consideration by Council:
Council Self-Rating: 100% Good/Excellent, Mean 4.4 (out of 5 total)
Average of all COT Projects: 80.0% Good/Excellent

3. Community at large has input into Council planning:
Council Self-Rating: 14.3% Good/Excellent, Mean 2.7 (out of 5 total)
Average of all COT Projects: 49.1% Good/Excellent

4. Council given sufficient attention to long-range needs planning:
Council Self-Rating: 85.7% Good/Excellent, Mean 4.1 (out of 5 total)
Average of all COT Projects: 61.8% Good/Excellent

5. Council has made progress in interagency communication and cooperation:
Council Self-Rating: 100% Good/Excellent, Mean 4.2 (out of 5 total)
Average of all COT Projects: 88.7% Good/Excellent

6. Council has made progress in linkages with business and industry:
Council Self-Rating: 16.7% Good/Excellent, Mean 2.8 (out of 5 total)
Average of all COT Projects: 53.7% Good/Excellent

7. Council has made progress in meeting all needs of youth in transition:
Council Self-Rating: 42.9% Good/Excellent, Mean 3.3 (out of 5 total)
Average of all COT Projects: 49.1% Good/Excellent

Appendix 5

REFERENCES:

Other Maine Publications on Transition Services

Coordinating Services for Handicapped Youth Between Schools and the Community: The Six-Month Implementation Progress Report of Maine's Interdepartmental Committee on Transition, Committee on Transition, April 1987.

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Making the Transition from School to Community Living: Preparing Handicapped Youth in Maine for Fully Integrated Lives, The Select Committee to Address Training and Employment Opportunities for Handicapped Persons Beyond School Age (Final Report to the Legislature), March 1986.

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Preparing Handicapped Youth for Jobs: A Six-Site Study of School-Community Collaboration, USM Human Services Development Institute, June 1985.

Transition Programs for the Handicapped: Impact and Effectiveness: Comprehensive Tables of Results, Department of Educational and Cultural Services, 1988.

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